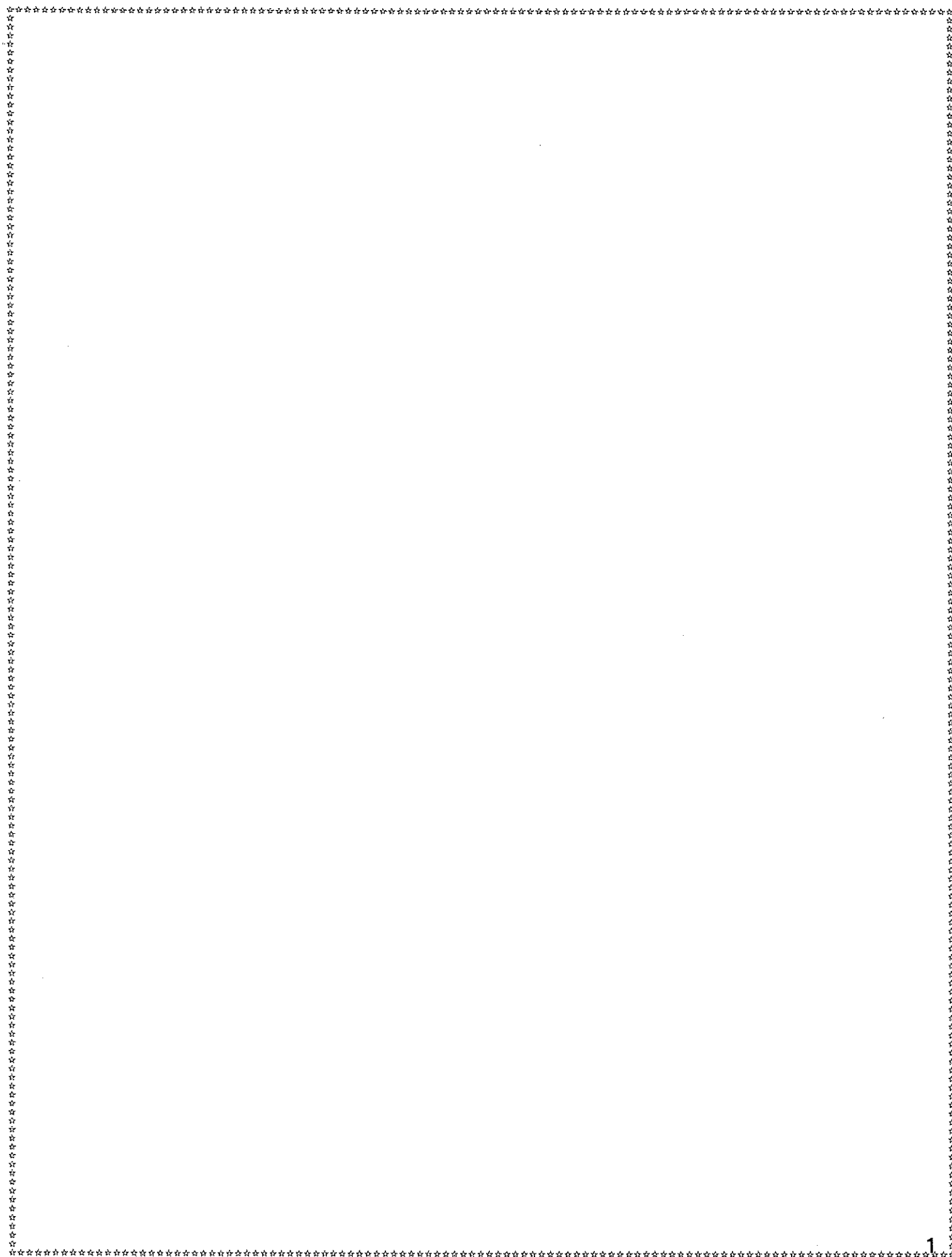


Teaching to Student Strengths: The Adaptive Dimension & Differentiated Instruction

July 29, 2008

Saskatchewan Professional Development Unit





AGENDA

- Opening
- The Role of Pre-Assessment in Differentiated Instruction & Adaptive Dimension
- Multiple Entry Points
- Planning for Adaptation/Differentiation
 - Identifying the Target
 - Assessing the Target
 - Content, Process, Product
- Putting it into Practice
 - What might it look like?
 - Role of the Teacher
- Final Reflection

OUTCOMES

- Participants will understand the components of differentiated instruction and the adaptive dimension
- Participants will gain practical strategies for use in adapting and differentiating instruction and assessment

What Is My Intelligence Profile

How am I smart?

As you read each sentence in the inventory, think about how you feel. Give each sentence a score of 4 to 1.

- 4 - Yes! I love this stuff.
- 3 - Okay. I can do a good job.
- 2 - I'll take it if I have to but it's not my favorite.
- 1 - No way!

Transfer your scores onto 'Your Smart Profile'. Add the scores in each column. Have a peer double check your addition or use a calculator.

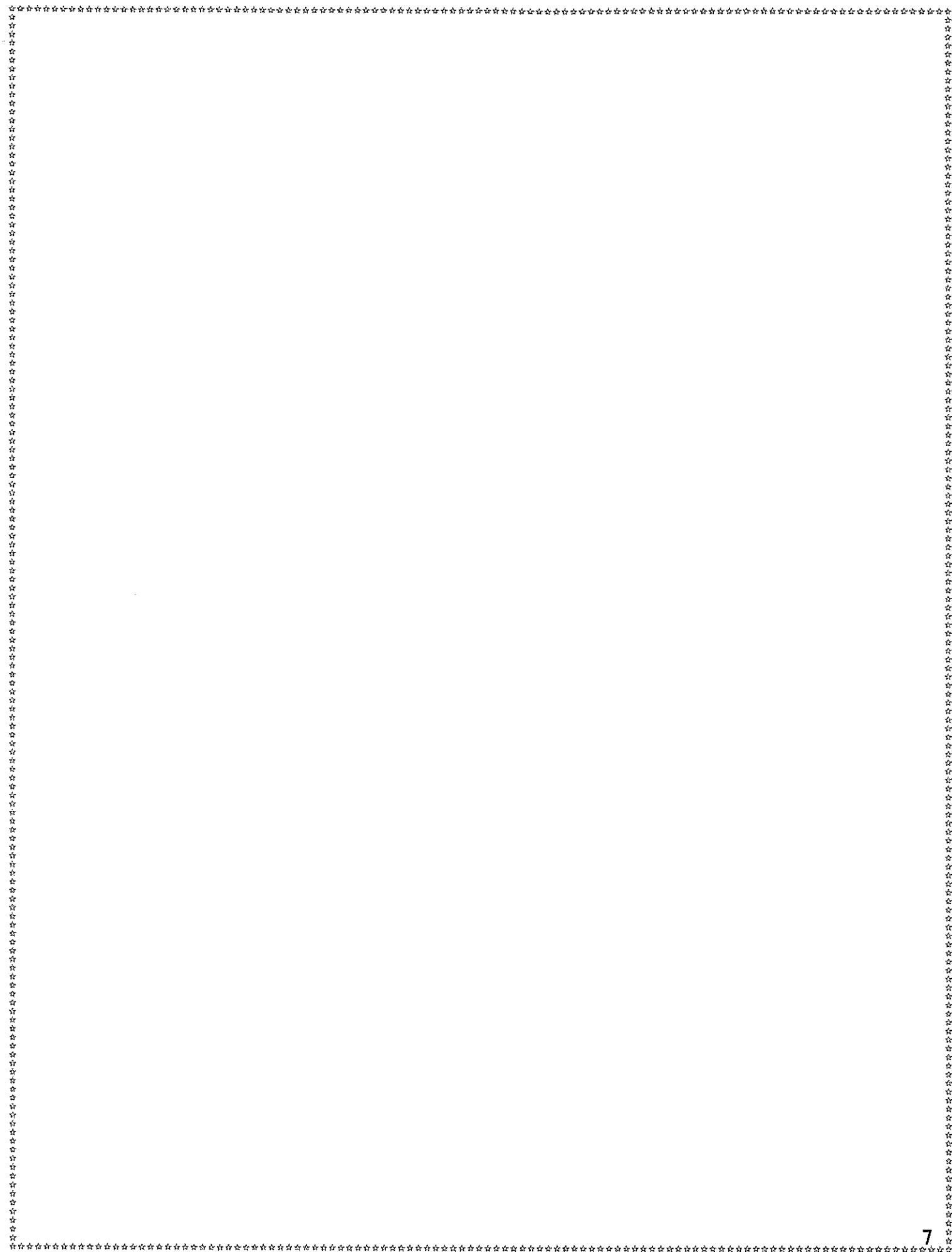
The inventory will give you an idea of your areas of strengths and the areas you may need to look for support.

Inventory

- _____ 1. I know the tunes to many songs.
- _____ 2. Language Arts, French, and History are easier for me than Math and Science.
- _____ 3. I am interested in new developments in Science.
- _____ 4. My friends come to me for advice.
- _____ 5. I like working with my hands by doing activities such as sewing, carving, model building.
- _____ 6. I think I am well coordinated.
- _____ 7. I often see clear images when I close my eyes.
- _____ 8. I often prefer to be alone than with a large group of people.
- _____ 9. I can easily compute numbers in my head.
- _____ 10. I like to go on hikes or walks to enjoy nature.
- _____ 11. I wonder about the way different things in nature work.
- _____ 12. I like to do experiments and figure how things work.
- _____ 13. I enjoy entertaining myself or others with tongue twisters or puns.
- _____ 14. I would rather play games like Monopoly with other people instead of watching television or playing computer games by myself.
- _____ 15. I am comfortable in a crowd of people.
- _____ 16. I like to spend time alone thinking and reflecting about my life.
- _____ 17. I like to take quizzes that enable me to learn more about myself.
- _____ 18. I can generally find my way around unfamiliar territory.
- _____ 19. I often walk around with a song running through my mind.
- _____ 20. I like Science as a subject in school.
- _____ 21. I would like to take care of a pet or work in a zoo.
- _____ 22. Other students sometimes stop and ask me to explain the meaning of a word I am using.

- _____ 23. I enjoy playing games that involve words.
- _____ 24. Math and Science are among my favorite subjects in school.
- _____ 25. I like to draw or doodle.
- _____ 26. I have goals for my life that I think about regularly.
- _____ 27. If I have a personal problem, I do not let it get me down. I solve it and get going.
- _____ 28. I play a musical instrument.
- _____ 29. I find it difficult to sit still for long periods of time.
- _____ 30. I would rather spend time with my friends than stay at home.
- _____ 31. I frequently use hand gestures or other forms of bodily language when I am talking.
- _____ 32. I consider myself to be very independent.
- _____ 33. I am good at coordinating colors.
- _____ 34. I prefer reading articles and books that have lots of diagrams and pictures.
- _____ 35. I get more out of listening to the radio than I do from watching television or videos.
- _____ 36. I can easily see numerical patterns.
- _____ 37. I frequently listen to music on the radio, cassettes, or CDs.
- _____ 38. I like to put things in order.
- _____ 39. I would like to be a gardener or farmer.
- _____ 40. I can easily keep time to a piece of music.
- _____ 41. I frequently use a camera or a video camera to record what I see around me.
- _____ 42. I keep a personal diary or journal to record my thoughts about what happens to me.
- _____ 43. I need to touch things in order learn more about them.
- _____ 44. I prefer team sports, such a basketball, instead of solo sports, such as diving.

- _____ 45. I am involved in extra-curricular activities at school or in my community.
- _____ 46. I enjoy daredevil amusement rides or similar thrilling experiences.
- _____ 47. I can hear words in my head before I read, speak, or write them down.
- _____ 48. I enjoy playing games or solving brain teasers that require logical thinking.
- _____ 49. I am good with computers and enjoy working on them.
- _____ 50. I think I could survive if I got lost in the woods.
- _____ 51. I have a very clear idea of my strengths and weaknesses.
- _____ 52. I enjoy doing jigsaw puzzles, 3-D puzzles, and mazes.
- _____ 53. I am interested in identifying birds, trees, animals and plants.
- _____ 54. I need to practice a new skill rather than read about it or watch a video describing it.
- _____ 55. I have a pleasant singing voice.
- _____ 56. I can tell when a musical note is off-key.
- _____ 57. I am concerned about the future of the earth.
- _____ 58. I participate in at least one sport or physical activity on a regular basis.
- _____ 59. I can look at an object one way and imagine what it would look like from a different angle.
- _____ 60. I often write stories or poems in my spare time.
- _____ 61. Books are very important to me.
- _____ 62. I often make tapping sounds or hum while studying or learning something new.
- _____ 63. When I have a problem, I usually talk to another person about it instead of working it out on my own.
- _____ 64. I have three close friends.



Music Smart	Body Smart	People Smart	Self Smart	Picture Smart	Word Smart	Math Smart	Nature Smart
1	5	4	8	7	2	3	10
19	6	14	16	18	13	9	11
28	29	15	17	25	22	12	20
37	31	30	26	33	23	24	21
40	43	44	27	34	35	36	39
55	46	45	32	41	47	38	50
56	54	63	42	52	60	48	53
62	58	64	51	59	61	49	57

Inventory Summary

Name: _____

Date: _____

Music

Body

People

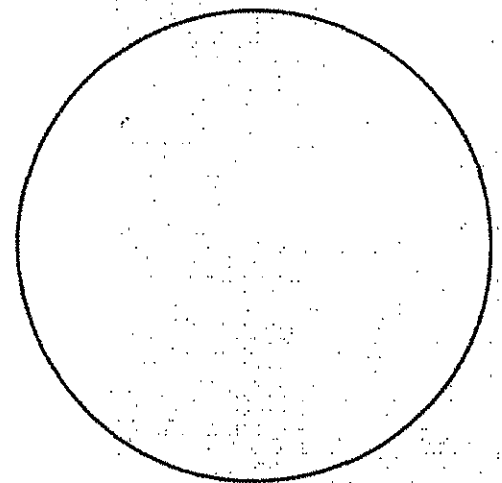
Self

Picture

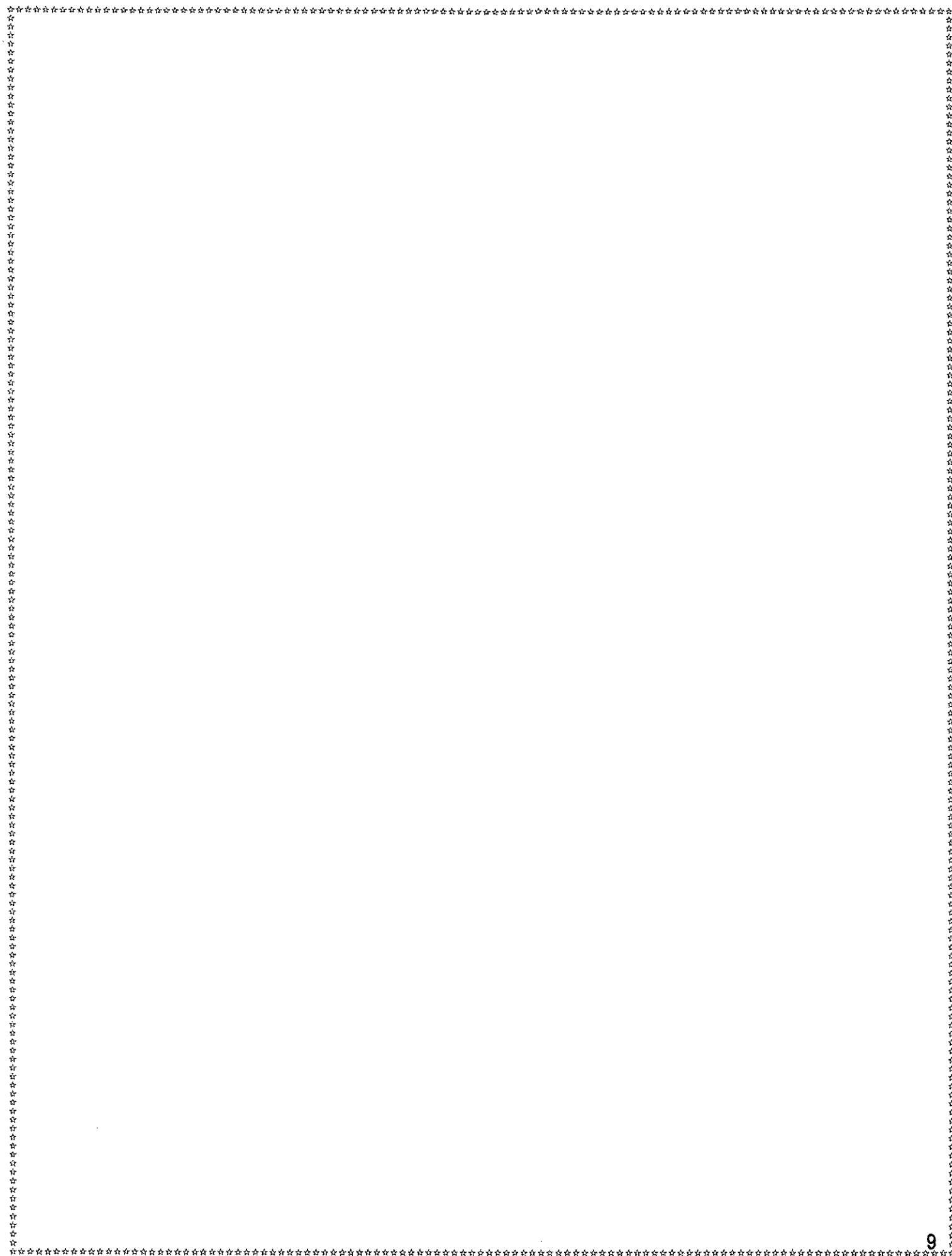
Word

Math



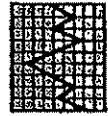





Nature



What have you learned about yourself?



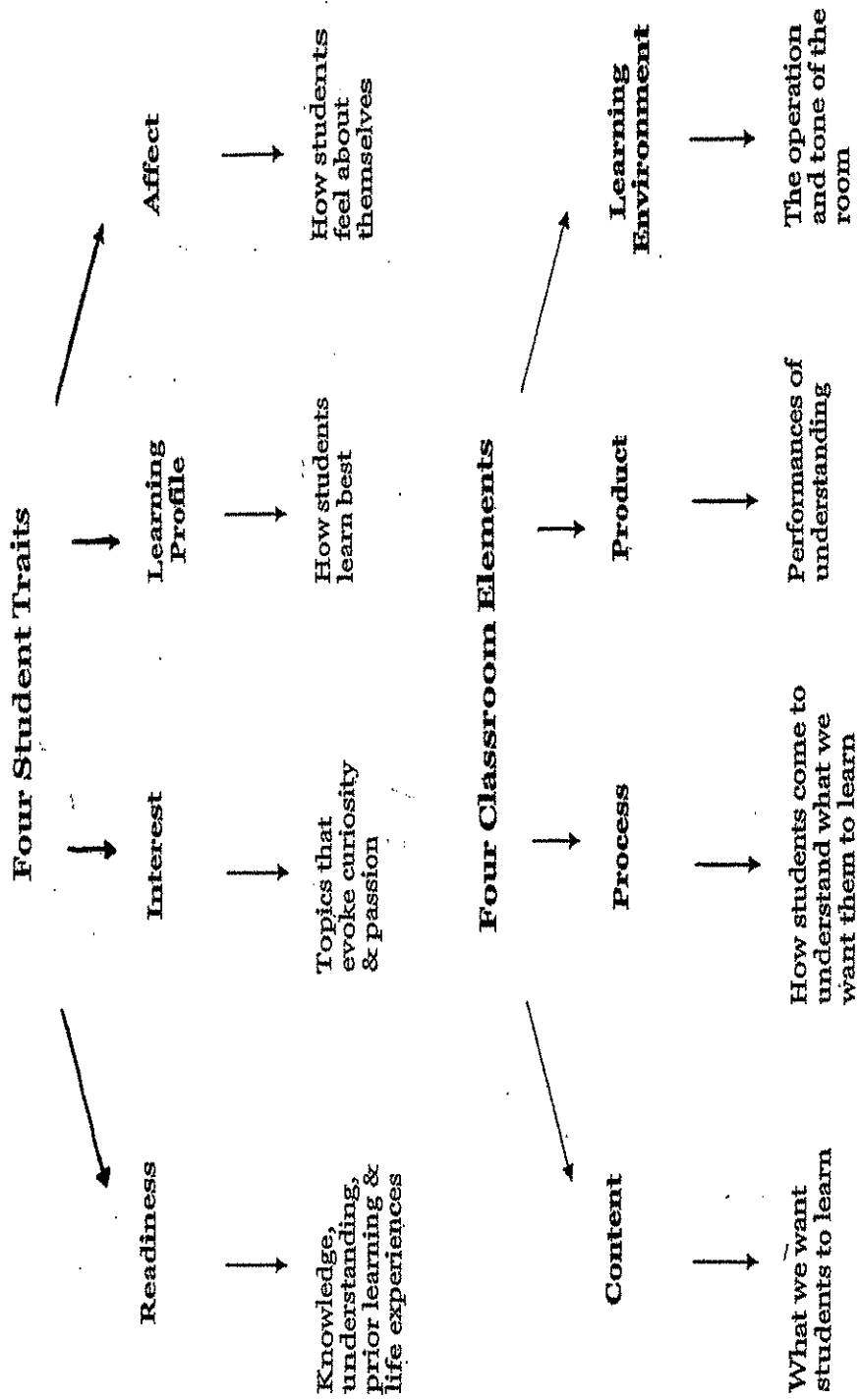
Types of Activities

	Verbal	Symbols Printouts Debates Poetry Jokes Speeches Reading Storytelling Listening Audiotapes Essays Reports Crosswords Fiction Nonfiction Newspapers Magazines Internet Research Books Biographies Bibliographies
	Visual	Mosaics Paintings Drawings Sketches Illustrations Cartoons Sculptures Models Constructions Maps Storyboards Videotapes Photographs Symbols Visual aids Posters Murals Doodles Statues Collages Mobiles
	Logical	Mazes Puzzles Outlines Matrices Sequences Patterns Logic Analogies Timelines Equations Formulas Theorems Calculations Computations Syllogisms Codes Games Probabilities Fractions
	Musical	Performance Songs Musicals Instruments Rhythms Compositions Harmonies Chords Trios/Duos Quartets Beat Melodies Raps Jingles Choral readings Scores Acappella choirs
	Inter- personal	Group projects Group tasks Observation charts Social interactions Dialogs Conversations Debates Arguments Consensus Communication Collages Murals Mosaics Round robins Sports Games Challenges
	Intra- personal	Journals Meditations Self-assessments Intuiting Logs Records Reflections Quotations "I" Statements Creative expression Goals Affirmations Insight Poetry Interpretations
	Bodily	Role playing Dramatizing Skits Body language Facial expression Experiments Dancing Gestures Pantomiming Field trips Lab work Interviews Sports Games
	Naturalist	Field trips (farm/zoo) Field studies Bird watching Observing nests Planting Photographing Nature walks Forecasting weather Star gazing Fishing Exploring caves Categorizing rocks Ecology studies Catching butterflies Shell collecting Identifying plants

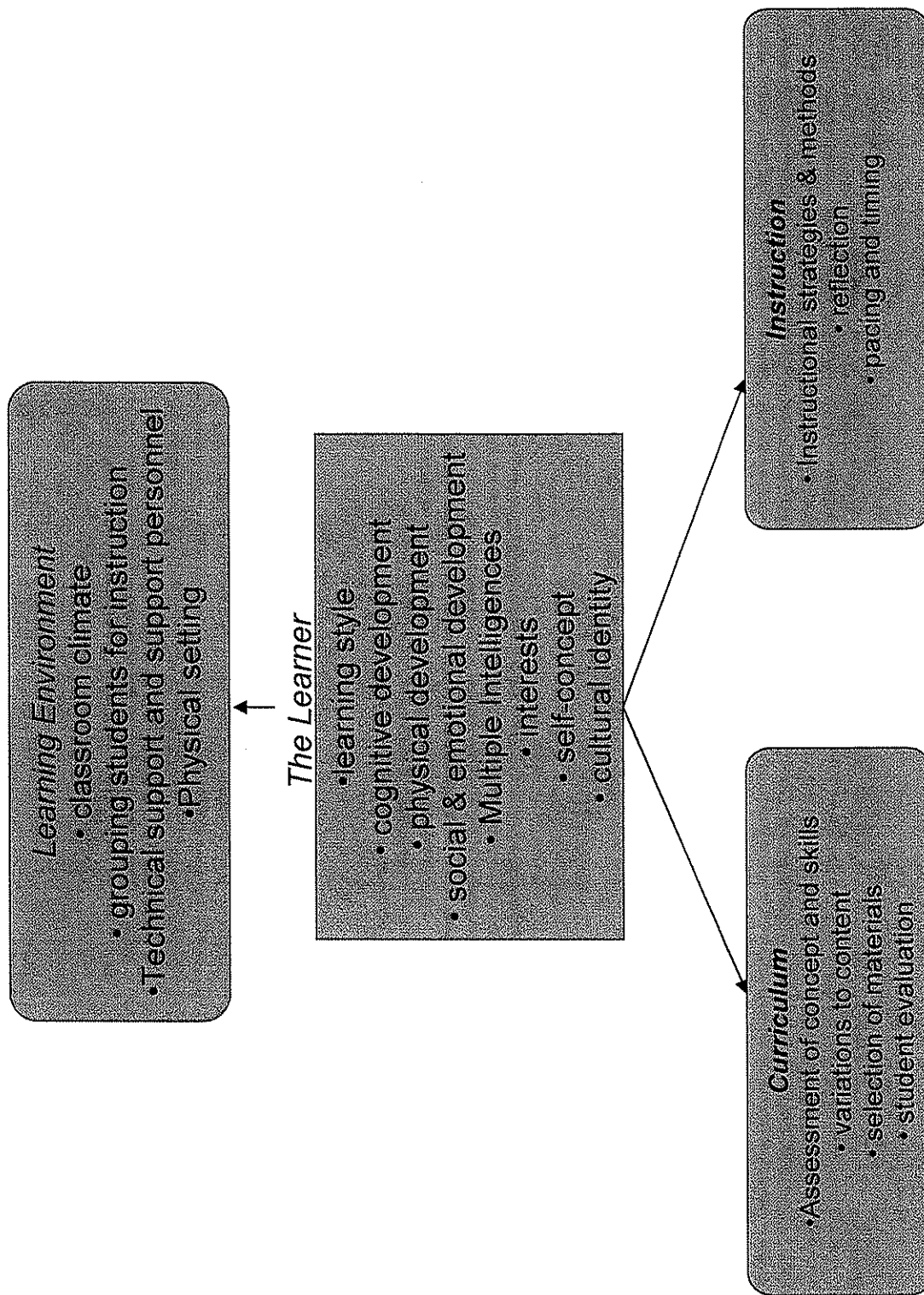
How Do You Learn Best?

Humanities	Math/Science	Fine Arts	Practical and Applied Arts	Physical Education

Differentiated Learning (Tomlinson)



The Adaptive Dimension (Saskatchewan Learning)



Uses of Pre-Assessment Strategies

Multiple Intelligences

- ~ unit entry points
- ~ identification of learning styles
- ~ process/products

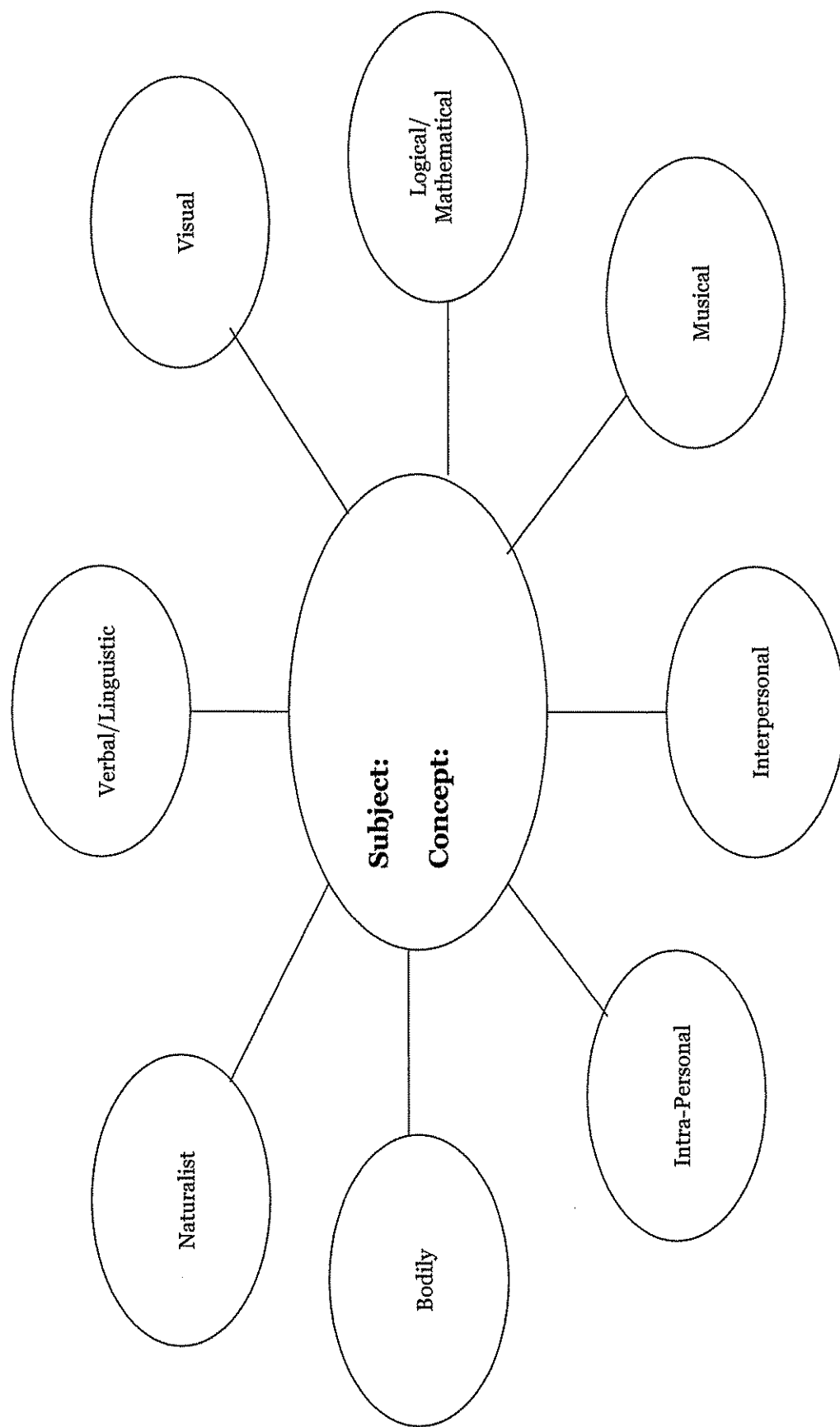
Interests

- ~ choosing units for development
- ~ projects/products
- ~ activities

Readiness

- ~ scaffolding
- ~ processes
- ~ groupings
- ~ content
- ~ products

Entry Points – Multiple Intelligences



Rating Scale for Cooperative Group Work

Student Name _____

Date _____

Directions: Read each question. Circle the phrase that best describes how you feel about each statement.

1. How do you feel about choosing the members of your group when you are working on a group project?
I really like it. It's okay. I don't like it.
2. How do you feel about having your teacher choose the members of your group on a project?
I really like it. It's okay. I don't like it.
3. How do you feel about deciding in your group how you are going to work together to do a project?
I really like it. It's okay. I don't like it.
4. How do you feel about your teacher assigning jobs to group members when you work on a project?
I really like it. It's okay. I don't like it.
5. How do you feel about you taking a leadership role in the group when you are deciding how to do a project?
I really like it. It's okay. I don't like it.
6. How do you feel when someone else takes the leadership role when working on a project?
I really like it. It's okay. I don't like it.
7. How do you feel about working together to finish a project in class?
I really like it. It's okay. I don't like it.
8. How do you feel about being part of a group where some people do more work than others?
I really like it. It's okay. I don't like it.

Group Activity – Rating Scale

DIRECTIONS: This form is designed to help you evaluate student work in cooperative learning groups. Read each statement below. Then indicate from the following rating scale the score which best reflects your assessment of the group's work.

1= Weak 2=Somewhat Weak 3=Average 4=Strong 5=Very Strong

1. Each member had a clear understanding of the group's task.

1 2 3 4 5

2. Each member was assigned a specific duty or job to do.

1 2 3 4 5

3. Group members listened willingly to one another.

1 2 3 4 5

4. There was strong leadership within the group.

1 2 3 4 5

5. Group members encouraged others to express opinions or contribute information.

1 2 3 4 5

6. Group members presented their information or ideas in a clear and logical manner.

1 2 3 4 5

7. Each member of the group fulfilled his or her responsibilities in the completion of the group's assignment.

1 2 3 4 5

8. The group fulfilled all the requirements of its assigned task.

1 2 3 4 5

9. Overall, the group worked well together.

1 2 3 4 5

10. The group performed to its full potential.

1 2 3 4 5

Additional Comments:

Total Points: _____

Objectives List

Grade Two ELA

Speak to share and explain information about topics of interest to familiar audiences, and answer questions.

Grade Four Social Studies

First Nations' people have inhabited this region for many thousands of years.

Elementary Health

Students will develop attitudes necessary to healthy living.

Students will identify sources of risk to healthy living.

Elementary PE

Students will exhibit a physically active lifestyle

Elementary Science

Describe the structure of the Earth

Grade Six Health

Students will develop the life long practice of making health-enhancing decisions

Grade Seven Science

Develop the ability to describe and evaluate ideas and processes which involve the environment

Grade Seven Math

Students should demonstrate a knowledge and understanding of the concepts of probability and their applications to real life

Grade Nine ELA

Examine how personal experiences, community traditions, and Canadian perspectives are presented in texts

Media Studies

Students will recognize and appreciate the role of mass media in communication, in contemporary society, and in their personal lives

English Language Arts 30

Distinguish between emotional appeal and reasoned argument.

Biology 30

Appreciate the basic principles of chemistry which are involved in life

Consider the implications of genetic screening of adults, children and fetuses

Math 30

To appreciate the various types of mathematical thinking processes and to demonstrate skill in applying these processes

Physics 30

Assess different value positions and opinions held by scientists

Understand the personal, moral, social and cultural aspects of physics

Chemistry 30

Discuss the development of ideas about the structure of matter

Objective

What is the curricular objective?

★

Evidence

What would students be able to show you that would demonstrate they had mastered the objective? Specifically, what would they know and be able to do.

★

★

★

Assessment

How would you assess the students?

★

★



Research Process Rubric - Elementary

Online degree, graduate courses, and certificate programs

This rubric may be used for self-assessment and peer feedback. PDF version for printing

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research Questions	3 points	2 points	1 point	0 points	
	<input type="checkbox"/> Wrote clear, creative and interesting questions which fit the topic.	<input type="checkbox"/> Wrote clear questions which fit the topic.	<input type="checkbox"/> Wrote some questions which did not fit the topic.	<input type="checkbox"/> Wrote many questions which did not fit the topic.	
Selection of Sources	3 points	2 points	1 point	0 points	
	<input type="checkbox"/> Identified useful sources in many formats (books, magazines, electronic).	<input type="checkbox"/> Identified mostly useful sources in many formats (books, magazines, electronic).	<input type="checkbox"/> Identified a few useful sources in one or two formats.	<input type="checkbox"/> Identified no useful sources in any format.	
Note-taking & Keywords	3 points	2 points	1 point	0 points	
	<input type="checkbox"/> Located and recorded information which answered all of the research questions.	<input type="checkbox"/> Located and recorded information which answered most of the research questions.	<input type="checkbox"/> Located and recorded a lot of information that did not directly answer the research questions.	<input type="checkbox"/> Located and recorded incomplete information which failed to answer any of the research questions.	
	<input type="checkbox"/> Organized neat, easy to read notes.	<input type="checkbox"/> Organized notes and most were neat and easy to read.	<input type="checkbox"/> Failed to organize notes effectively; many were messy and hard to read.	<input type="checkbox"/> Did not organize notes; all notes were messy and hard to read.	
	<input type="checkbox"/> Wrote all notes using own words and key facts.	<input type="checkbox"/> Wrote most notes using own words and key facts.	<input type="checkbox"/> Wrote some notes that were copied word-for-word from the source.	<input type="checkbox"/> Copied most or all of the notes word-for-word from the source.	
	<input type="checkbox"/> Selected effective keywords.	<input type="checkbox"/> Selected mostly effective keywords.	<input type="checkbox"/> Selected many keywords that were not effective.	<input type="checkbox"/> Selected no effective keywords.	

Give One, Get One

One major idea that resonated with me is ...

Instructional and Management Strategies

The following instructional and management strategies are elements of differentiated instruction. Jot down your notes and ideas here.

Strategy	Notes and Ideas
Independent Study	
Compacting	
Reading/Study Buddies	
Tiered Assignments	

Strategy	Notes and Ideas
Learning Contracts	
Anchoring Activities	
Differentiated Learning Centers	
Flexible Grouping	

What Is Differentiated Instruction?

Grades 1 and 2

Stepping into Mary Hooper's multi-age class of 1st and 2nd graders in Grosse Pointe, Michigan, you are struck by the wide range of activities that engross students as they work at a variety of learning centers. Her students are working all around the room – some work alone, some with a partner they've chosen, some in small groups that randomly formed – reading a book they've selected from the reference cart, filled with books on plants and insects written for different reading levels. They learn about garden insects of their choice and write and illustrate an adventure story about an insect hero. They also sort and position pictures of various seeds based on how they travel, calculate how much it will cost to buy the seeds and materials to plant a garden of their own design, and examine the parts of different insects and plants under a microscope, sketching and writing a description of them. As an extension activity, students can:

- Write a story from the perspective of a small insect that fits beneath a microscope slide.
- Design, draw, and write a description of a new plant that would inhibit weed growth, building it from materials in the arts and scraps bag.
- Dissect lima beans and examine them under a magnifying glass to identify seed parts.
- Design an illustration of bean parts in their science journal and create riddles about them.
- Identify and color plant parts on a worksheet, then “dissect” silk flowers to identify parts or create a rap song using a poem about plant parts.

All the activities are framed around the plant unit Mary's students are studying. Every student doesn't do every center activity. This week, all students must do a few required activities identified by the teacher, a writing activity, and a science activity of their choice, and other activities of their choice. Some activities are differentiated on the basis of student readiness; for example, writing the adventure story was created for more advanced readers and writers in Mary's class. However, if a less advanced reader wants to try the activity, she may do so after completing required activities. Many activities are designed toward the multiple intelligences; for example, the rap song activity may interest students with a strong musical intelligence, while calculating garden costs might intrigue those with sharp logical-mathematical intelligence. Students work at their own pace, can choose to work alone or with partners, and manage their own movement among the centers.

As students work in the centers, Mary monitors their progress, answers questions their classmates couldn't help with, and reviews student work in one-on-one conferences. If she notices from reviewing students' work a need for direct instruction on a particular skill or understanding, she calls those students together for a brief lesson while the remainder of the class continues their center work. Of course, Mary regularly provides small-group instruction in language arts and math, with students working in different readiness-based groups. The membership in these groups changes based on students' progress. As a result, students work in a variety of different groups throughout a typical week.

Independent study is another tool that Mary uses to challenge students and respond to their interests. During each unit, each student selects a topic of interest, conducts research, and develops a product that shows what they have learned. Students select what type of product they will create – whether it is a journal, story, video, or live performance. Mary provides the amount of guidance and structure each student needs to ensure a successful outcome. These projects allow students to project their own personality into the work – to make it their own – and the experience can often lead to a long-term endeavor. For example, during her 1st grade year in Mary's class, a student did an independent study on birds. Her research generated an even greater interest in birds, and in her 2nd grade year with Mary, the interest continues. At home, the girl has set up her own bird-watching system with a log and a journal, charting days and times and making comparisons among visiting habits of different species.

Mary uses a mix of whole-class, small-group, and individual work during a unit. The typical pattern of each unit is as follows:

Days 1 and 2	Whole-class instruction on key concepts and terminology.
Days 3 and 4	Class moves apart to work individually and in small groups on new material through tiered lessons.
Day 5	Class shares information as a whole group to clarify and refine ideas.
Days 6 and 7	Tiered lessons.
Day 8	Class moves together to share and clarify.
Days 9 to 12	Explore and extend knowledge through tiered lessons, centers, independent research, and contracts. Skill development through flexible grouping, tiered lessons, centers, or contracts.
Days 13 and 14	Students share what they're learning. New information given to complete the unit and begin work on products.
Days 15 to 19	Students complete work on differentiated activities and work on products.
Days 20 to 24	Final review of material, final assessment, sharing of student products

From: <http://www.ascd.org/pdi/demo/diffinstr/l1esex.html>

Grade 7 - Science

Mr. Anderson often assigns students in his science class to 'reading squads' when they work with text materials. At this stage, group assignments are made so students of similar reading levels work together. He varies graphic organizers and learning log prompts according to the amount of structure and concreteness the various groups need to grasp essential understandings from the chapter. He makes it possible for students to read aloud in their groups or to read silently. Then they complete organizers and prompts together. As students read, Mr. Anderson moves among groups. Sometimes he reads key passages to them, sometimes he asks them to read to him, he always probes for deeper understanding and helps to clarify their thinking.

Sometimes Mr. Anderson asks students to complete labs, watch videos, or work with supplementary materials before they read the chapter so they have a clear sense of the guiding principles before they work with the text. Sometimes they read parts of the text, do a lab, and go back to the text. Sometimes labs and supplementary materials follow text exploration. Frequently he will have two versions of a lab going simultaneously: one for students who need concrete experiences to understand essential principles and one for students who already grasp the important principles and can deal with them in complex and uncertain contexts.

Mr. Anderson gives quizzes and diagnostic learning log entries several times in the course of the unit. Thus, he is aware of which students need additional instruction with key understandings and skills and which students need more advanced applications early in the unit. Students have several choices for a major science project:

- Work alone or with peers to investigate and address a problem in the community that relates to the science unit
- Study scientists past and present who have positively influenced the practice of science in this area
- Write a science fiction story based on the science they have studied
- Create a narrated photo essay that would help a younger student understand how some facet of the science they have studied works in the world
- Propose another option to the teacher and work with him to shape a meaningful project

Grade 7 – Physical Education

Many times, Mr. Anderson organizes whole class volleyball games in his physical education classes so the students can learn to function as a team. At other times, he divides the class in half. At one end of the gym, students play a volleyball game. Mr. Anderson asks different students to referee these games, students with leadership skills and students who are comfortable with the sport. At the other end of the gym, he assembles a group of students needing work with a common skill, such as setting the ball, spiking the ball, or receiving the ball without shrinking from it. Students in the groups vary often and widely.

Grades 11 and 12

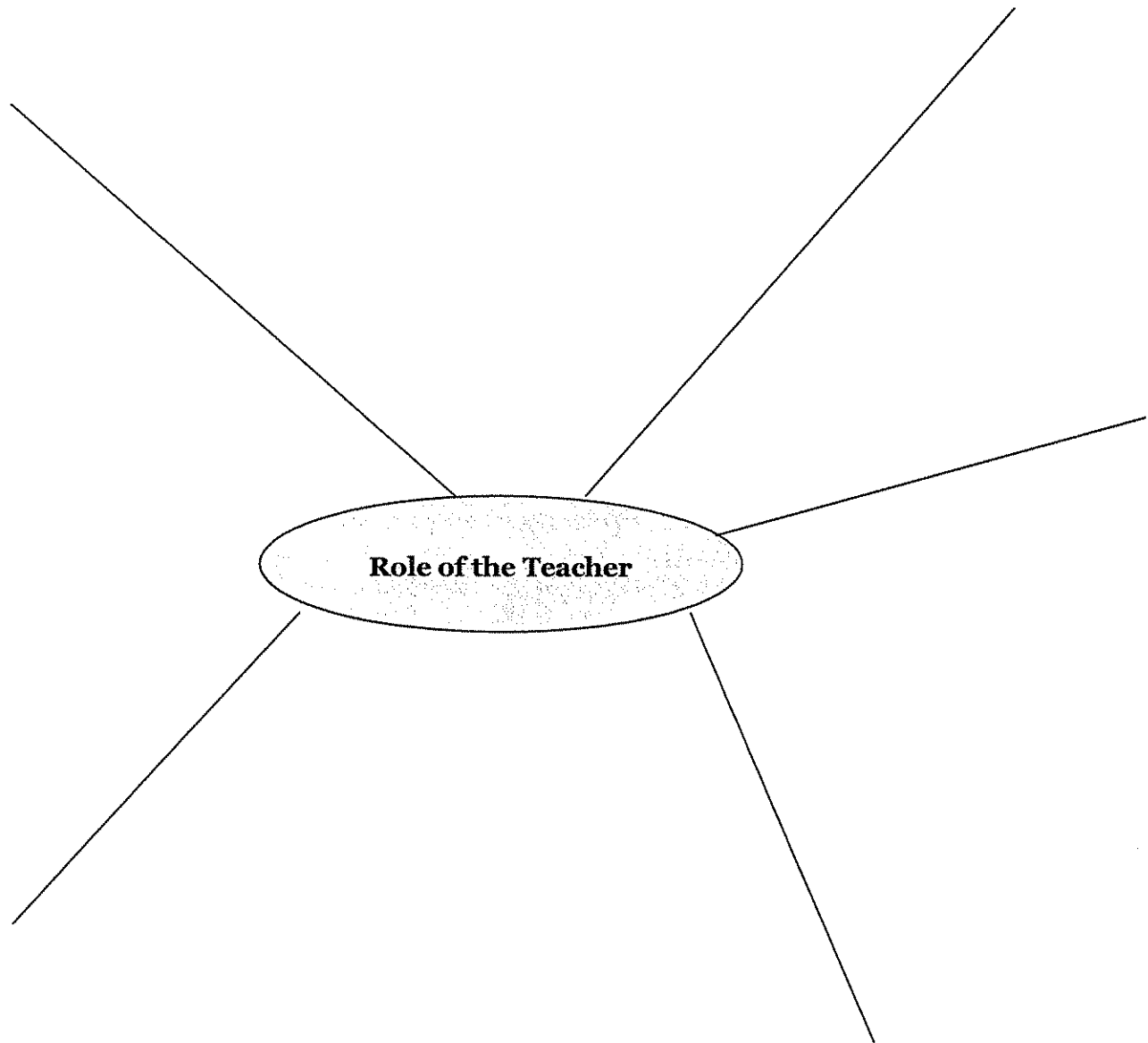
As students enter Cory Berg's 90-minute high school pre-calculus class in Fort Definace, Va., they immediately go over to shelves full of colorful plastic containers and select activity folders they feel they need to work on to enhance their understandings and skills. They can select from folders that allow them to review homework problems or correct their own quiz from the previous day, packets of file cards with problems at varied levels of difficulty that help them prepare for the upcoming SAT test, a skill review packet with math puzzles directly related to the current unit, a graphing calculator sheet with problems, and a mini-project folder where they create relevant puzzles and problems to be used in the skill review packet. These 11th and 12th grade students work intently on their folder activities for about 15 minutes. During this time, Cory works individually with students – assisting them with problems, monitoring their progress, and challenging them with questions that make them stretch.

Cory often uses whole-class instruction to initiate or close a lesson, but most of the class period involves group work, with small clusters of three or four students working together to grasp a concept or refine a skill. Students are assigned to a group by the teacher based on their current level of readiness for what they are studying, or, on occasion, by their interest in a particular application for the math skill they're studying. Regardless of what the class is covering, all students are focused on the same concept – but the set of problems each group works on is adjusted to challenge the group. Typically, Cory uses a tiered assignment with two, three, or four activities at different levels of readiness. There is usually more than one small group working at the same readiness level. Members of each group have their own activity sheet with problems, directions, and additional information as needed. Students work together, helping each other to understand and correct their work. The teacher monitors the students' work, answering questions only if the group members can't figure something out. Cory changes the membership of the groups almost weekly, based on her observations of each student's readiness based on whole-class, small-group, and one-on-one discussions, as well as performance on quizzes.

Students take a quiz and have a homework assignment every day. Quiz and homework problems are at varying levels of difficulty. All the problems are on a single handout, but Cory differentiates them by assigning specific problems to each group. At the same time, students are encouraged to try more challenging problems if they wish. This flexibility allows students to move ahead at their own pace and allows Cory to better monitor their individual progress. Cory also differentiates for the pace at which students work. During the quiz, students who work at a faster pace can turn in their work and go back to working on the folder activities from the start of class, as other students continue working on the quiz problems. Using the practice folders as anchoring activities, students are never waiting for others to "catch up," and slower working students are never "penalized" by having to rush through their work.

Role of the Teacher

Based on the learning today, create a mind map of the role of the teacher in differentiating



Adapting Exams and Tests

For students with poor comprehension:

- ~ Give test directions orally and in written form.
- ~ Avoid long talks before test.
- ~ Provide opportunities for students to tape record responses to essay questions.
- ~ Provide opportunities for students to take the test at an alternate test site.
- ~ Correct for content only and not for spelling and grammar.
- ~ Provide an example of the expected correct response.
- ~ Remind students to check tests for unanswered questions.
- ~ When dealing with problem-solving skills, allow use of multiplication tables and/or calculators during math tests.
- ~ Read test aloud for students who have difficulty reading.
- ~ Give written outline for essay questions.
- ~ Tape instructions and questions for a test on an audiocassette.
- ~ Use objective rather than essay tests.

For students with poor auditory perception:

- ~ For spelling tests, go slowly.
- ~ Avoid oral tests.
- ~ Seat students in a quiet place.
- ~ Provide opportunities for students to take tests in an alternate test site.

For students with poor visual perception:

- ~ Give directions orally as well as in written form.
- ~ Check students discreetly to see if s/he is "on track".
- ~ Give exam orally or on tape.
- ~ Provide opportunities for students to use a computer.
- ~ Provide opportunities for students to take entire test orally.
- ~ Seat student away from distractions.
- ~ Avoid having other students turn in papers during test.
- ~ Use alternate test site if necessary.

For students who work poorly with time constraints:

- ~ Ensure there is enough time for students to complete the test.
- ~ Provide breaks during lengthy tests.
- ~ Provide opportunities for “split halves” testing. Give half the test one day and the remaining half on the second day.
- ~ Provide opportunities for students to take the test at an alternate site.
- ~ Provide opportunities for students to only complete odd or even questions, but not both.
- ~ Use untimed tests.
- ~ Give oral or taped tests. Provide opportunities for students to answer orally.

Suggestions for adapting test directions:

- ~ Keep directions short and simple; avoid unnecessary words.
- ~ Type directions.
- ~ Place all directions at the beginning of each separate section.
- ~ When giving more than one direction, list vertically.
- ~ List only one direction at a time.
- ~ Underline the word Directions in order to draw the students’ attention.
- ~ Avoid oral directions as the only means of making the purpose of the test known.
- ~ Tell students the reason or purpose of the test.
- ~ Go over each direction before the test.
- ~ Remember that the student who does not clearly understand the directions will be last to raise their hand to ask for clarification.
- ~ While the test is in progress, walk around the room and check to see if students are following directions.
- ~ Teach students to answer all questions.
- ~ Teach students how to approach tests and how to answer certain types of questions.
- ~ Read instructions twice to the class.

The Adaptive Dimension – Strategies for the Classroom

Verbal:

- ~ Give students a little extra time to respond.
- ~ If students are having difficulty, give them a hint.
- ~ Urge students to use outlines or notes when presenting oral reports.
- ~ Encourage students to use visual aids or handouts in conjunction with oral reports.
- ~ Structure opportunities for student verbal expression on a one-on-one basis in small groups
- ~ Limit the length of oral presentations by students. Gradually increase the length.
- ~ Actively involve your students in listening during other students' presentations.
- ~ Ask specific questions. This will help the student to utilize the elements of the question to organize their answers.
- ~ Arrange small discussion groups and paired talking activities that permit students to practice verbal skills in a smaller, more comfortable setting.
- ~ Permit students to tape their oral presentations.
- ~ Provide opportunities for students to do projects instead.
- ~ Encourage use of notes, letters, messages, and journals as an alternative to verbal expression.

Fine Motor:

- ~ Teach students how to erase and make corrections without beginning over each time.
- ~ Minimize copying activities by providing information on worksheets or handouts.
- ~ Assign follow-up activities that reduce writing requirements.
- ~ Provide opportunities for note buddies.
- ~ Encourage students to learn typing skills.

Visual:

- ~ Give students the clearest copy of handouts.
- ~ Make sure students are seated close to the teacher, board, or work area.
- ~ Make an effort to write clearly and neatly on the board and on worksheets.
- ~ Try always to give verbal information along with visual presentations.
- ~ Encourage students to visualize steps involved in solving math problems.
- ~ Give practice in reading math work problems so that students may identify key words and operations.
- ~ Alert students to the importance of paying close attention to signs of operation when doing math.

Written/Motor Expression:

- ~ Give students more time to complete written assignments.
- ~ Suggest students give all short answers to questions.
- ~ Provide opportunities for students to complete an assignment that calls for written sentences by doing half in short phrases.
- ~ Stress accuracy, not speed.
- ~ Give students class time to work on written reports.
- ~ Be specific in your comments.
- ~ Allow students to check and correct their own worksheets.
- ~ Permit students to use pictures, drawings, and diagrams as part of their written products.
- ~ Post a proofreading checklist.
- ~ Provide opportunities for students to answer fewer questions on worksheets and tests.
- ~ Consider making worksheets that reduce the amount of written work required.
- ~ Suggest students check math problems on calculators.
- ~ Provide opportunities for students to work independently in an area free from distractions.
- ~ Assign a different type of task.
- ~ Encourage students to revise, edit, and proofread drafts.
- ~ Use journals as an informal means to get students writing.
- ~ Provide opportunities for students to tape answers.
- ~ Assign a scribe during tests.

Auditory:

- ~ Seat students where sound is clear.
- ~ Keep oral directions short and simple.
- ~ Accompany oral directions with written directions.
- ~ Alert the student when you are giving directions
- ~ Be conscious of your rate of speech.
- ~ Assist students to “stay with you” during instructions by using gestures, etc.
- ~ Provide opportunities for students to move to a quiet place to work.
- ~ Write key points on the board or overhead.
- ~ Provide opportunities for a note buddy.
- ~ Summarize key points at the end of the lesson.
- ~ Try to use visual support with auditory presentations.
- ~ Circulate about the room.
- ~ Have handouts for any notes on the board or overheads.
- ~ Teach students how to listen.

Appendix A: Pre-Assessment

Multiple Intelligence Web Sites

Junior Students

For a teacher to complete on young students:

http://www.spannj.org/BasicRights/appendix_b.htm#checklist

Junior students' self-assessment:

http://webfolios.home.netcom.com/Resources_Links/misurvey.pdf

<http://www.ldrc.ca/projects/miinventory/mitest.html>

Online assessment:

<http://www.mitest.com/omitest.htm>

Explanation for younger students:

<http://www.lesley.edu/faculty/kholmes/presentations/MI.html>

http://www.ez2bsaved.com/Multiple_Intelligences/index-mi.htm#Diagram

Senior Students

http://www.utoronto.ca/~tlsweb/LearningFair/styles/learning_style_inventory.pdf

<http://surfaquarium.com/MI/inventory.htm>

On-line assessment:

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

With audio option:

http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks3/ict/multiple_int/questions/choose_lang.cfm

Teacher resources:

http://www.educationworld.com/a_curr/voice/voice061.shtml

<http://www.thirteen.org/edonline/concept2class/mi/index.html>

http://www.spannj.org/BasicRights/appendix_b.htm

<http://lth3.k12.il.us/rhampson/mi/mi.html> - explanation of the intelligences and examples of ways in which lessons can address them.

Student Profile

Student: _____ **Date:** _____

Teacher/Staff Completing Checklist _____

Academic Interests:

Social Skills and Interests:

Athletic Skills and Interests:

Personal Qualities:

Other Qualities:

Comments:

Student Qualities and the Three Brain Networks

(adapted from *Teaching Every Student in the Digital Age* by David Rose and Anne Meyer)

Recognition Networks:

Student:	Date:
Observation Skills	
Spatial abilities	
Ability to use graphs/charts	
Sensitivity to nuance and tone	
Knowledge of music and pitch	
Ability to identify main points in text	
Vocabulary level	
Content Knowledge	
Language Proficiency (first and other)	
Reading abilities: (word recognition, decoding, text structures, author style etc)	
Skill with rhyme, word play etc.	
Facility with hypertext	
Other	

Student Qualities and the Three Brain Networks

(adapted from *Teaching Every Student in the Digital Age* by David Rose and Anne Meyer)

Strategic Networks:

Student:	Date:
Artistic/ drawing skills	
Athletic skills	
3- dimensional abilities	
Musical skills	
Dancing skills	
Oral Presentation skills	
Creative writing skills	
Levels of concentration and attention easily accessible	
Organizational skills	
Level of flexibility or adaptability in social situations	
Construction, assembling, or designing skills	
Problem-solving skills	
Summarizing and paraphrasing skills	
Composition skills (art, dance, multi-media, visual)	
Other	

Student Qualities and the Three Brain Networks

(adapted from *Teaching Every Student in the Digital Age* by David Rose and Anne Meyer)

Affective Networks:

Student:	Date:
Ability to be Persistent	
Level of optimism	
Level of confidence	
Leadership skills	
Level of energy	
Independent working skills	
Depth of interest in subject area(s)	
Level of empathy	
Level of consideration for others	
Collaborative skills	
Need for challenge	
Regular level of focus	
Ability to give and receive feedback	
Other	

SAMPLE CLASS LEARNING PROFILE

(adapted from *Teaching Every Student in the Digital Age* by David Rose and Anne Meyer)

Students	Student Qualities	Possible Barriers to Success
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

SAMPLE CLASS LEARNING PROFILE

(adapted from *Teaching Every Student in the Digital Age* by David Rose and Anne Meyer)

Students	Student Strengths	Student Weaknesses
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

- This link is to an online workshop prepared by a group of teachers in Regina.

<http://wblrd.sk.ca/~pd14belislem/>

- The following link the report from a MacDowell project on the adaptive dimension carried out by a team from Birch Hills.

http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/39_adaptive_dimension.pdf

- The following link is a 120 page document developed by the Moose Jaw School Division dealing with assessment strategies and the adaptive dimension.

<http://www.mjssl.ca/~isr/Assesment%20Strategies/ASSESSMENT%20STRATEGIES%20DOCUMENT.doc>

- A website with many tools about using projects in primary classrooms

http://www.learning-connections.co.uk/curric/cur_pri/pri_ind.html

- Anchor activities for a variety of subject areas:

<http://www.mcps.k12.md.us/schools/hoverms/technology/anchor.htm>

- Centralischool is a Saskatchewan resource which has multiple tools for students and teachers to use in adapting/differentiating instruction:

http://www.centralischool.ca/wblrd/web_resources.html

- A “track” with live links to a variety of tools for use in differentiating instruction

<http://snipurl.com/Instruction>

For more information on the adaptive dimension, modified courses of study and alternative education programs visit <http://www.sasked.gov.sk.ca/docs/policy/ldcaep/toc.html>